

National Endowment for the Humanities Summer Institute
“The Immigrant Experience in California through Literature & Theatre”
San Jose State University - Summer 2022
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Unit 1: The Land of Opportunity

Institute Text Inspiration:

Bill Ong Hing, “[Immigration and Race in the Twenty-First Century](#),” in *A Companion to California History* (Hoboken, NJ: John Wiley & Sons, 2008).

Him Mark Lai, Genny Lim, Judy Yung, *Island: Poetry and History of Chinese Immigrants on Angel Island, 1910-1940*, 2nd ed. (Seattle: University of Washington Press, 2014).

“[Introduction: Iranian Diaspora](#)” by Babak Elahi and Persis Karim in *Comparative Studies of South Asia, Africa, and the Middle East* (Durham: Duke University Press, 2011).

Kevin Allen Leonard, “[Making Multiculturalism: Immigration, Race and the Twentieth Century](#),” in *A Companion to California History* (Hoboken, NJ: John Wiley & Sons, 2008).

Omar Valerio-Jimenez, “[Race and Immigration in the Nineteenth Century](#),” in *A Companion to California History* (Hoboken, NJ: John Wiley & Sons, 2008).

Ricco’s Slides

Seven Poems from [A World Between: Poems, Short Stories, and Essays](#) by Iranian Americans, edited by Persis Karim (1999).

“[The Border](#)” from Roxanne Dunbar-Ortiz, *Not a Nation of Immigrants: Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion* (2021).

Yvonne’s [presentation slides](#)

Student Grade Level: 11-12th grade

Time Needed: 3 weeks

Essential Questions:

- What is the actual history of immigration in the US and in particular our state (Massachusetts)?
- What is the narrative people in power have crafted about immigrants and US immigration?
- How does the past influence (or not influence) our own views of immigration?

Student Learning Objectives:

- SWBAT critically examine political cartoons and immigration policies to understand the narrative people in power have crafted about immigrants and US immigration.
- SWBAT synthesize informational texts and personal narratives to identify the history of immigration for either one of the 5 main immigrant countries of origin in Massachusetts or their own family’s history of immigrating to Massachusetts.
- SWBAT present their findings in an engaging and synthesized creative project.

Required Texts: All the institute texts and slides, excerpts from *Perfume Dreams* by Andrew Lam, poems from *If They Come for Us* by Fatimah Asghar, poems from *Citizen Illegal* by Jose Olivarez, excerpt from *Reading Lolita in Tehran* by Azar Nafisi in addition to any other resources they need to learn about the group they have chosen

Assessments: For the final project, students have the option to synthesize and present their research on the group of immigrants they have selected through

- a) A creative presentation (ex. *Zoot Suit* or *Angel Island* presentation from the 22 institute)

- b) A written interview article with a 2 paragraph explanation about where the interviewee fits into the larger picture of immigration from their country of origin
- c) A life map pointing to 5 key events in their own life that illustrates their immigration journey and a 2 paragraph explanation about where the interviewee fits into the larger picture of immigration from their country of origin

Unit Agenda: *based on a 80 minute class schedule; countries of study are subject to change depending on class demographics and interests

Day 1	Day 2	Day 3	Day 4	Day 5
Pre Assessment -10 myths about Immigrants (kahoot) - What do you know vs what do you think you know about immigration (T chart) - Overview of Immigrants in Massachusetts - student interest survey	Introduce the Essential Questions, Learning Objectives, and the final project with examples Displacement of Indigenous peoples, policies, political cartoons	Timeline of waves of European Immigration, push and pull factors, and key US policies	The creation of “whiteness” within European Immigrants, changing definition of whiteness,	Timeline of waves of Mexican displacement/immigration, push and pull factors, and key US policies HW: select country & option for final project
Day 6	Day 7	Day 8	Day 9	Day 10
(con. from Day 5) Examine political cartoons and discuss poems by Jose Olivarez HW: research for final project	Timeline of waves of Chinese, Filipino, and Japanese Immigration, push and pull factors, HW: research for final project	(con. from Day 7) key US policies, political cartoons, poems from <i>The Island</i> HW: research for final project	Timeline of waves of Indian Immigration (introduce Partition of India) poems by Fatimah Asghar, HW: research for final project	Refugees of war/US involvement - Iran, Korean, Vietnamese, poems from <i>A World Between</i> , Project check in
Day 11	Day 12	Day 13	Day 14	Day 15
excerpt from <i>Reading Lolita in Tehran</i> by Azar Nafisi, excerpts	Work Day	Final project due Presentations	Presentations	Presentations Unit Survey

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from Andrew Lam's <i>Perfume Dreams</i> Project check in				
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